

Writing (W)

Expectations for Teaching and Learning

Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.

Teachers should continue to address earlier standards as they apply to more complex text.

Students are expected to build upon and continue applying concepts learned previously.

Fundamentals of Writing

- Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.
- Interact and collaborate with peers and adults to develop and strengthen writing.
- Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.
- Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.
- Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.
- Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.

Meaning, Context, and Craft (MCC)

Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
<p>1.1 Write arguments that:</p> <p>a. introduce a precise claim and differentiate between the claim and counterclaims;</p> <p>b. use relevant information from multiple print and multimedia sources;</p> <p>c. assess the credibility and accuracy of each source;</p> <p>d. use an organizational structure that logically sequences and establishes clear relationships among claims, counterclaims, reasons, warrants, and evidence;</p> <p>e. develop the claim and counterclaims ethically without bias, providing credible evidence and accurate interpretation of data for each while delineating the strengths and limitations of the claim and counterclaims;</p> <p>f. develop and strengthen writing as needed by planning, revising, editing, rewriting;</p>	<p>1.1 Write arguments that:</p> <p>a. introduce a precise claim and differentiate between the claim and counterclaims;</p> <p>b. use relevant information from multiple print and multimedia sources;</p> <p>c. assess the credibility and accuracy of each source;</p> <p>d. use an organizational structure that logically sequences and establishes clear relationships among claims, counterclaims, reasons, warrants, and evidence;</p> <p>e. develop the claim and counterclaims ethically without bias, providing credible evidence and accurate interpretation of data for each while delineating the strengths and limitations of the claim and counterclaims;</p> <p>f. develop and strengthen writing as needed by planning, revising, editing, rewriting;</p>	<p>1.1 Write arguments that:</p> <p>a. introduce a clearly articulated and well-informed claim, establish the significance of the claim and differentiate between the claim and counterclaims;</p> <p>b. use relevant information from multiple print and multimedia sources;</p> <p>c. assess the credibility and accuracy of each source;</p> <p>d. create an organizational structure that logically sequences claim(s), counterclaims, reasons, warrants, and evidence;</p> <p>e. develop claim and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases;</p> <p>f. use words, phrases, and clauses as</p>	<p>1.1 Write arguments that:</p> <p>a. introduce a clearly articulated and well-informed claim, establish the significance of the claim and differentiate between the claim and counterclaims;</p> <p>b. use relevant information from multiple print and multimedia sources;</p> <p>c. assess the credibility and accuracy of each source;</p> <p>d. create an organizational structure that logically sequences claim(s), counterclaims, reasons, warrants, and evidence;</p> <p>e. develop claim and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases;</p> <p>f. use words, phrases, and clauses as</p>

<ul style="list-style-type: none"> g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation; h. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity; i. provide a concluding statement or section that follows from and supports the argument presented; and j. include a call to action. 	<ul style="list-style-type: none"> g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation; h. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity; i. provide a concluding statement or section that follows from and supports the argument presented; and j. include a call to action. 	<p>well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims;</p> <ul style="list-style-type: none"> g. establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline; h. develop and strengthen writing as needed by planning, revising, editing, rewriting; i. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation; j. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity; k. provide a concluding statement or section that follows from and supports the argument presented; and l. include a call to action. 	<p>well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims;</p> <ul style="list-style-type: none"> g. establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline; h. develop and strengthen writing as needed by planning, revising, editing, rewriting; i. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation; j. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity; k. provide a concluding statement or section that follows from and supports the argument presented; and l. include a call to action.
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Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

<p>2.1 Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> a. introduce a topic; b. use relevant information from multiple print and multimedia sources; c. organize complex ideas, concepts, and information to make connections and distinctions; d. assess the credibility and accuracy of each source; e. include formatting, graphics, and 	<p>2.1 Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> a. introduce a topic; b. use relevant information from multiple print and multimedia sources; c. organize complex ideas, concepts, and information to make connections and distinctions; d. assess the credibility and accuracy of each source; 	<p>2.1 Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> a. introduce a topic; b. use relevant information from multiple print and multimedia sources c. organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; d. assess the credibility and 	<p>2.1 Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> a. introduce a topic; b. use relevant information from multiple print and multimedia sources c. organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; d. assess the credibility and accuracy of each source;
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<p>multimedia to aid comprehension as needed;</p> <p>f. develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic;</p> <p>g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;</p> <p>h. develop and strengthen writing as needed by planning, revising, editing, rewriting;</p> <p>i. use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;</p> <p>j. use precise language and domain-specific vocabulary to manage the complexity of the topic;</p> <p>k. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and</p> <p>l. provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>e. include formatting, graphics, and multimedia to aid comprehension as needed;</p> <p>f. develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic;</p> <p>g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;</p> <p>h. develop and strengthen writing as needed by planning, revising, editing, rewriting;</p> <p>i. use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;</p> <p>j. use precise language and domain-specific vocabulary to manage the complexity of the topic;</p> <p>k. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and</p> <p>l. provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>accuracy of each source;</p> <p>e. include formatting, graphics, and multimedia to aid as needed;</p> <p>f. develop the topic thoroughly by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic;</p> <p>g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;</p> <p>h. develop and strengthen writing as needed by planning, revising, editing, rewriting;</p> <p>i. use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;</p> <p>j. use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic;</p> <p>k. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and</p> <p>l. provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>e. include formatting, graphics, and multimedia to aid as needed;</p> <p>f. develop the topic thoroughly by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic;</p> <p>g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;</p> <p>h. develop and strengthen writing as needed by planning, revising, editing, rewriting;</p> <p>i. use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;</p> <p>j. use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic;</p> <p>k. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and</p> <p>l. provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
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Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ul style="list-style-type: none"> a. develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences; b. engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events; c. use narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters; d. use a variety of techniques to sequence events so that they build on one another to create a coherent whole; e. develop and strengthen writing as needed by planning, revising, editing, rewriting; f. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and g. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ul style="list-style-type: none"> a. develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences; b. engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events; c. use narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters; d. use a variety of techniques to sequence events so that they build on one another to create a coherent whole; e. develop and strengthen writing as needed by planning, revising, editing, rewriting; f. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and g. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ul style="list-style-type: none"> a. develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences; b. engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; c. create a smooth progression of experiences or events; d. use the narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; e. use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; f. develop and strengthen writing as needed by planning, revising, editing, rewriting; g. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and h. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ul style="list-style-type: none"> a. develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences; b. engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; c. create a smooth progression of experiences or events; d. use the narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; e. use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; f. develop and strengthen writing as needed by planning, revising, editing, rewriting; g. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and h. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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Language (L)

Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
<p>4.1 When writing:</p> <ul style="list-style-type: none">a. use parallel structure;b. identify and use gerunds, infinitives, and participles;c. identify and use active and passive verbs;d. explain and use indicative, imperative, subjunctive, conditional verb moods to communicate different messages; ande. use noun, verb, adjectival, adverbial, participial, prepositional, and absolute phrases and independent, dependent, noun relative, and adverbial clauses to convey specific meanings and add variety and interest to writing.	<p>4.1 When writing:</p> <ul style="list-style-type: none">a. use parallel structure;b. use verb, noun, prepositional, and verbal phrases to communicate different meanings;c. Use independent, dependent, noun, relative, and adverbial phrases and clauses to convey shades of meaning and variety;d. Use parallel structures to communicate similar ideas; ande. Use noun, verb, adjectival, adverbial, participial, prepositional, and absolute phrases and independent, dependent, noun relative, and adverbial clauses to convey specific meanings and add variety and interest to writing.	<p>4.1 When writing:</p> <ul style="list-style-type: none">a. use verb, noun, prepositional, and verbal phrases to communicate different meanings;b. use independent, dependent, noun, relative, and adverbial phrases and clauses to convey shades of meaning and variety;c. demonstrate command of grammar and usage rules;d. apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested; ande. resolve issues of complex or contested usage, consulting references as needed.	<p>4.1 When writing:</p> <ul style="list-style-type: none">a. apply the understanding that usage is matter of convention, can change over time, and is sometimes contested; andb. resolve issues of complex or contested usage, consulting references as needed.

Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

5.1 Students are expected to build upon and continue applying previous learning.

Grade 5 Apply correct usage of capitalization in writing.

5.2 Use: a. a semicolon or a conjunctive adverb to link two or more closely related independent clauses; b. a colon to introduce a list or quotation; and c. commas to separate adjacent, parallel structures.	5.2 Use: a. a semicolon or a conjunctive adverb to link two or more closely related independent clauses; b. a colon to introduce a list or quotation; and c. commas to separate adjacent, parallel structures.	5.2 Use: a. semicolon, colon, and comma conventions; and b. hyphenation conventions.	5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
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5.3 Students are expected to build upon and continue applying previous learning.

Grade 3 Use conventional spelling for high-frequency words, previously studied words, and for adding suffixes to base words.

5.4 Students are expected to build upon and continue applying previous learning.

Grade 4 Use spelling patterns and generalizations.

5.5 Students are expected to build upon and continue applying previous learning.

Grade 3 Consult print and multimedia resources to check and correct spellings.

Range and Complexity (RC)

Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.

6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.	6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.	6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.	6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.
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6.2 Students are expected to build upon and continue applying previous learning.

Grade 2 Print upper- and lower-case letters proportionally using appropriate handwriting techniques.

6.3 Students are expected to build upon and continue applying previous learning.

Grade 1 Write left to right leaving space between words.

6.4 Demonstrate effective keyboarding skills.	6.4 Demonstrate effective keyboarding skills.	6.4 Demonstrate effective keyboarding skills.	6.4 Demonstrate effective keyboarding skills.
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6.5 Students are expected to build upon and continue applying previous learning.

Grade 5 Connect upper- and lower-case letters efficiently and proportionately in cursive handwriting.